DOCUMENT RESUME

ED 281 833 SP 028 780

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TITLE Relationships between Teaching Experience and Educational Predispositions and Beliefs. Research and Evaluation in Teacher Education, OPE Evaluation Series #15.
INSTITUTION Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE 87
NOTE 46p.; Revision of a paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1987).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beliefs; Comparative Analysis; *Education Majors; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; Student Attitudes; Student Improvement; *Teacher Attitudes; Teacher Role; *Teaching Experience
IDENTIFIERS Michigan State University

ABSTRACT

This paper examines the results of a cross-sectional study focusing on teacher beliefs and opinions about teaching. Orientations to teaching of students in undergraduate teacher preparation programs at Michigan State University (MSU) and experienced classroom teachers are described. Two central questions were addressed: (1) How do the opinions and beliefs of these education majors compare with those of experienced teachers? (2) What is the relationship between the years of classroom experience and the teachers' opinions and beliefs about teaching? Responses to three instruments surveying background and beliefs about teaching were obtained from four groups: (1) "entry"--391 undergraduate students; (2) "exit"--332 students enrolled in final teacher preparation courses; (3) "experienced"--382 full-time classroom teachers from a large urban school district in Michigan; and (4) "alumni"--90 former MSU teacher education majors from across the United States, now employed as full-time teachers. Comparative data on the responses of the four groups to the survey instruments are presented in tables, and responses of the four groups to 61 "beliefs" statements are appended. Findings indicate that knowledge of a teacher's level of experience is not always enough to predict how that teacher will respond to beliefs statements, and that the effect of the "teaching culture" in shaping one's educational beliefs is quite pervasive. (JD)

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Research and Evaluation in Teacher Education

OPE Evaluation Series # 15

Relationships Between Teaching Experience and Educational Predispositions and Beliefs

Bruce A. Brousseau, Cassandra Book and Joe L. Byers

Department of Teacher Education
and
Office of Program Evaluation

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* An earlier draft of this paper was presented at the Annual Meeting of the American Association of Colleges of Teacher Education (AACTE). February 12-15, 1987.

The authors would like to express their appreciation to Sima Kalaian for her preparation of the EXIT information, to Don Freeman for his comments on this version of the paper, and to those teachers who provided data for this project.

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Relationships Between Teaching Experience and Educational Predispositions and Beliefs

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Relationships Between Teaching Experience and Educational Predispositions and Beliefs

In their chapter on the "Cultures of Teaching", Feiman-Nemser and Floden (1986) propose that "teacher education must build on or rebuild what teachers and teachers-to-be already believe about their work" (p. 523). In this paper orientations to teaching of students in undergraduate teacher preparation programs at Michigan State University (MSU) and experienced classroom teachers are described. Two central questions are addressed: (1) How do the opinions and beliefs of these students compare with those of experienced teachers? and (2) What is the relationship between the years of classroom experience and the teachers' opinions and beliefs about teaching?

There are a number of studies supporting the premise that orientations to teaching influence teacher decisions and actions in the classroom (e.g., Dweck & Bempchat, 1983; Fisher, et al., 1978; and Brophy & Good, 1974). As Bunting (1984) suggests, "assuming a variance between teacher beliefs and teacher behavior, knowledge of the content of beliefs becomes an important first step in the identification of variables within the educational context which mediate between the thinking and practice of teachers" (p. 198).

The impact of these beliefs on the process and culture of teaching is yet another consideration that makes understanding the educational viewpoints of teachers and perspective teachers important. Various panels and commissions (e.g., National Commission on Excellence in Education, 1983) have dramatized the problem of educational ineffectiveness and call for reforms to improve education. Odden (1984)

points out that their recommendations generally focus on what might be called the "hardware of educational excellence" (i.e., programs, standards, and requirements), and seem to propose "reform by addition". What may be more important to school improvement (and less expensive) is reform by reallocation and internal change.

Odden (1984) states that "reform of the process of schooling may be a prerequisite for all other educational reforms" (p. 312). Goodlad (1983) argues that developing the capacity of each school to change and improve may be not only the best but also the only effective strategy for reforming education. In our view, a first step toward understanding how to affect the process of schooling would be to understand the values and beliefs that drive those processes.

This point is echoed by Deal (1985) when he states that "unless local educators understand and reckon with the existing culture of each school, the introduction of commissions' recommendations or characteristics of effectiveness will probably not work; it may even do more harm than good" (p. 604). From this perspective, a clear description of the educational beliefs of a school's staff would be an important contribution in any effort to understand a teaching culture. The current study explores the opinions and beliefs of a vast array of teachers and teachers-to-be. Herein we test the notion of the pervasiveness of this culture and highlight some variables that might have an impact on the beliefs of teachers (and in turn, on the culture they live and work in).

A cautionary note must be inserted here. Given our current state of the art, no single study that tries to define components of a teaching culture can meaningfully inform local school policy (not to

mention national reform issues). The following passage from Feiman-Nemser and Floden (1986) illustrates why this is the case:

> It is tempting to assume that teachers share a uniform teaching culture. The assumption of cultural uniformity is, however, untenable. Teachers differ in age, experience, social and cultural background, gender, marital status, subject matter, wisdom, and ability. The schools in which they work also differ in many ways, as do the groups of students they teach. All these differences may lead to differences in teaching culture. The problem facing the researcher is how to design studies and draw inferences in light of this diversity. . . . Acceptance of diversity has replaced the mistaken hope for universal generalizations with the more modest but attainable plan to sketch the range of diversity and suggest tentative explanations (Sarason, 1982). Recognizing the difficulty in judging aspects of the cultures of teaching is the first step toward drawing implications that respect teachers as persons without automatically endorsing their perceptions as the basis for recommending change. (pp. 507-508)

The last statement in this passage reflects a recurrent theme in their chapter. As Feiman-Nemser and Floden (1986) report, "early work criticized teaching for not measuring up to the medical standard (e.g., Lortie, 1975). Recent work runs the risk of glorifying teachers' beliefs simply because they are what teachers believe" (p. 507).

The original purpose of our study was to generate a "model" against which we could interpret and compare the opinions and beliefs of students in undergraduate teacher preparation programs at MSU. We feel that a closer examination of the data presented here will illustrate the

dangers of accepting the beliefs of experienced teachers as a standard for teachers-to-be to work toward, however. Nevertheless, observed differences between experienced and inexperienced teachers suggest educational issues one might wish to address in preservice and inservice programs.

Procedure

Sample

The group labeled "ENTRY" in the tables and appendices, represent a set of 391 students who completed the "Entering Teacher Candidate Survey" while enrolled in an introductory educational psychology class (TE 200) at MSU. These data were collected during the first week of classes in fall, 1983 and winter, 1984. The "EXIT" group includes 332 students who completed the "Graduating Teacher Candidate Survey" while enrolled in one of the final two courses (TE 450 or TE 470) in their teacher preparation program. This information was collected from spring 1983 through winter 1984.

The "EXPERIENCED" group consists of 382 full time classroom teachers from a relatively large urban school district in Michigan. These teachers returned the "Survey of Experienced Educators" during the fall of 1985. The group includes teachers from 34 elementary, four middle, and four senior high schools.

Finally, the group labeled "ALUMNI" represents a sample of 90 former MSU teacher education majors from across the United States who completed the "Survey of Experienced Educators" during the late summer of 1985. This group reported that they were employed as full time classroom teachers at the time the survey was completed. It should also be pointed out that the ALUMNI sample was selected in such a way that it

would not overlap with the EXPERIENCED teacher group.

Table 1 compares the ENTRY, ALUMNI and EXPERIENCED samples in terms of some important demographic variables. Similar information for the EXIT sample was not readily available. Whereas the ratio of males to females and ethnic mix of the entry group and experienced teachers appears to be comparable, age and level of teaching could be confounding variables when interpreting the results shown in Appendix A. The confounding of age with experience is not unique to our sample, but rather an artifact of the cross-sectional nature of this study.

Instrument

All three survey instruments mentioned above contain a section which was given the title, "Educational Beliefs Inventory" when originally developed by Freeman et al. (1982). The Inventory is intended to reflect a "representative sample" of beliefs for each of Schwab's (1960) four commonplaces of schooling (students, curriculum, social milieu, and teachers), plus a fifth category designed to capture beliefs about teaching strategies/pedagogy.

All three instruments also contained a section in which respondents report their level of confidence for performing various teaching roles (see Table 4). Another section asked respondents to identify factors important to them in choosing a job (see Table 5). ENTRY, ALUMNI, and EXPERIENCED groups also were asked to rate the importance of various sources that might contribute to the professional knowledge needed for teaching (see Table 2). Finally, the ENTRY, ALUMNI, and EXPERIENCED respondents were asked to select from a predetermined list, reasons why they would want to become (or remain) a classroom teacher (see Table 3). The responses to items in Tables 2 through 5 will be discussed briefly

below to help enhance the description of the different groups.

Analysis

In general, Chi-square statistics generated by the CROSSTABS subprogram of SPSS were used for analyzing the data. Contingency tables were defined using five different variables; 1) group membership (i.e., ENTRY, EXIT, ALUMNI, or EXPERIENCED), 2) level of teaching (i.e., elementary vs. secondary) using the EXPERIENCED sample only, 3) gender of the respondent (also using just the EXPERIENCED sample), 4) school setting (i.e., urban, suburban, or rural) using the ALUMNI sample only, and 5) years of experience (combining all groups). It should be noted that Chi-square tests were not used in the traditional sense of hypothesis testing. Rather, the numerical values resulting from these tests served as item level indices that we used in classifying items according to the overall magnitude of differences in response patterns across classifications (e.g., large vs. small differences).

Ethnic background, age of respondent, and type of school (i.e., public vs. private) were not included in these analyses since the the disproportionate representation of some of these groups over others, most likely would result in unstable analyses. Therefore, our findings are based upon a primarily white sample of public school teachers and prospective teachers', no generalizations can be made to a broader population.

Results & Discussion

Putting the Groups in Context

Tables 1 through 6 show similarities and differences among variables within our groups that may reflect the culture in which teachers operate. When interpreting these data, it is important to bear

in mind Feiman-Nemser and Floden's (1986) caution that differences in schools limit the generalizability of any study of teaching cultures. Nevertheless some sense of the pervasiveness of the teaching culture can be gained by studying other variables that should have an impact on a teacher's beliefs. The contingency tables crossing beliefs with the respondent's gender, school setting, and grade levels taught were therefore examined. For 18 of the 60 items (30%), there were markedly different response patterns for elementary and secondary teachers (i.e., the Chi-square p value is less than .01). When we analyzed the EXPERIENCED teacher sample on the basis of gender, differences of the same magnitude (i.e., p .01) occurred for 13 of the 60 beliefs statements. As might be expected, these outcomes were similar to those for the elementary and secondary contrasts. In fact, eight of the 13 items for which the responses of males and females differed also yielded large differences in the elementary vs. secondary comparisons (see Table 6).

To check on the relationship between the setting in which a teacher works and that teacher's beliefs, the ALUMNI sample was broken down by three levels (i.e., urban, suburban, and rural). As Table 1 indicates the ALUMNI group is the only one with non-urban school teachers. The CROSSTABS based on the "setting" variable indicated that there were major differences (p .01) in how teachers working in these settings responded to only one of the 60 beliefs statements (#5). This indicates that the setting in which a teacher's school is located probably has little affect in shaping the educational beliefs of experienced teachers.

Data in Table 2 describe teacher's perceptions of the value of various sources of knowledge needed for teaching. These data indicate that neither the entering teacher candidates nor teachers with more than ten years of experience hold "college courses in the foundations of education" or "general education" courses in high regard. On the other hand, over 95% of both groups highly value on-the-job experience as a source of the professional knowledge needed for teaching. In contrast, College courses in "methods of teaching" are much more important to the entry group than they are to the experienced teachers (78.7% of the ENTRY sample rate them as critical or very important vs. 38.7% for the teachers).

Table 3 compares only the ENTRY group with teachers who reported having more than ten years of experience in the classroom with regard to reasons they wish to become or to remain a teacher. For all but three of the fourteen reasons listed (opportunity to apply what was learned in major, make better use of abilities, and sense of personal achievement and satisfaction) the experienced group was more likely than the ENTRY group to identify the reason as a motivation for teaching. The greatest difference between the groups is found for "teaching provides an opportunity to be creative." Nearly 92% of the experienced teachers said this statement describes a reason to remain in the classroom compared to only 71% of the teacher candidates.

It is also interesting to note that 59% of the experienced teachers and 45% of the teacher candidates believe that teachers' salaries "are at least adequate".

Table 4 shows that teacher candidates' level of confidence in performing various teaching roles increases with training.

Graduating teacher candidates typically report having high or complete confidence in their ability to successfully perform the nine teaching roles listed in Table 4. In fact, these ratings of self-confidence are almost identical to responses of their more experienced counterparts. On the other hand, the ENTRY group typically expresses a lack of confidence in their abilities to teach, as would be expected.

Finally, Table 5 provides a sense of what these three groups value most in choosing a place to work. The most important factor for all groups is the "affective/interpersonal climate" of the workplace. The biggest between-group discrepancies emerge on two issues: 1) location close to family or relatives (27% of the experienced group vs. 12% of the inexperienced group report this as a critical factor, and 2) salary/fringe benefits (41% experienced vs. 16% inexperienced report this factor would be critical when choosing between two job offers).

Comparison Across Groups

Any instrument that attempts to describe aspects of the teacher's complex world has definite limitations. The "Beliefs Inventory" was designed to raise questions about teacher thinking and not to test a priori hypotheses. Thus, an analysis of responses to this instrument will be more useful in stimulating discussions of a particular program's curriculum than in answering questions about the development of educational beliefs. Nonetheless, Chi-square analyses indicate that there were differences ($p < .01$) in how these groups responded to 48 of the 60 belief statements (see Appendix A). The results are reported in Appendix A both in terms of the significance level of the Chi-square statistic and in terms of the percentage of respondents falling into each category. In view of the relatively large sample size, readers

will need to decide whether the difference in response patterns across the three groups is significant in a practical as well as a statistical sense.

Since only four of the 60 comparisons between response patterns of the ALUMNI and EXPERIENCED groups were significantly different at the .01 level, we can conclude their beliefs about schooling are similar. When we recognize that these experienced respondents probably graduated from a wide variety of teacher preparation institutions and programs, this finding would seem to indicate that teacher preparation looses its impact as a major factor influencing the formation and maintenance of this set of beliefs.

Certain findings are particularly thought provoking. For instance, if we study the response patterns for items 14 and 25 it appears that teacher candidates are sometimes more pessimistic than their experienced counterparts. Combining responses of the teacher candidates, only about 30% of them agreed with the statement "Within the classroom setting, nearly all students try to be fair, cooperative, and reasonable in their relations with other students and their teacher." On the other hand, over half (55%) of the experienced teachers agreed with this statement.

Similarly, less than 20% of the teacher candidates agreed that "nearly all parents are supportive of teachers and schools", while over 45% of the experienced school teachers agreed with this statement.

A more common response pattern shows the teacher candidates being the more "optimistic" of the two groups. While the teacher candidates agreed by just less than a two to one margin (50.3% AGREE vs. 29.6% DISAGREE) with the statement "No matter how hard they and their teachers

try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics" the ratio of agreement on the part of experienced teachers increases to over fifteen to one for this item (87.4% AGREE vs. 5.6% DISAGREE). The difference is even clearer for item 26. By nearly a two to one margin (24.8% vs. 43.9%) entering teacher candidates disagreed with the statement "students who disrupt class activities day after day should be removed from regular classrooms". In contrast, the experienced teachers agreed with the same item by a ratio of almost ten to one (82.7% vs. 8.3%).

On some issues teacher candidates and experienced teachers as seem to hold very similar views. For example, roughly 95% of the members of all four groups agreed that "risk taking and making mistakes are essential components of social, emotional, and intellectual development". Approximately 55% of the members of each group disagreed with the statement, "one of the most effective ways for teachers to increase motivation is to stimulate competition among students." 71% of all groups agreed that "At least two-thirds of the classes students take in high school should be required courses rather than electives", while 86% said "The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn". Finally, roughly 68% of all groups agree that "In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively".

Comparing Beliefs in Terms of On-the-job Experience

As noted in the introduction, the second question that guided our analyses involves the possible relationship between years of teaching experience and responses to statements in the beliefs inventory. One way to investigate this issue would be to re-categorize the four groups in terms of their classroom teaching experience. The ALUMNI and EXPERIENCED teachers indicated the number of years they spent in the classroom on their respective survey forms. In this series of analyses, the experienced groups (i.e., ALUMNI & EXPERIENCED) were combined, then respondents were categorized on the basis of reported years of classroom teaching experience.

The classification of years of experience was more arbitrary for the entry and exit samples. Everyone in the ENTRY group was assigned zero years of experience; all persons associated with the EXIT sample were said to have "less than six months of classroom teaching experience".

Contingency tables were generated using the following seven categories: 1) zero years of experience; 2) less than six months; 3) less than six years of experience, n = 33; 4) seven to ten years, n = 34; 5) ten to fifteen years, n = 97; 6) fifteen to twenty years, n = 109; and 7) over twenty years of classroom teaching experience, n = 148. Only 33 of the 472 experienced teachers reported having less than six years of experience (with 8 individuals reporting between zero and one year). Therefore, the result of the analysis may not prove reliable in reference to this time span.

While there are a number of ways to classify changes in response patterns as a function of years of experience, we chose a system that separated these patterns into four "Types" (see Figures A through D). The procedure used is analogous to finding the "best fitting" line through a set of data points. Two criteria were used to define each Type; 1) the vertical distance between the lowest and highest data point, and 2) the consistency of direction in vertical change from one data point to the next. The specific criteria are explained in the following discussion.

Figure A depicts three of the five items that generate response patterns classified as Type A (see Appendix B for the full listing of Types). The Type A response pattern is characterized by having less than a 20 percentage point overall vertical change in combined AGREE and STRONGLY AGREE responses throughout the range from zero to over twenty years of teaching experience and an apparently additive trend. An "additive trend" means that the number of respondents who agree with the belief statement at each time interval generally tends to increase or decrease consistently across the entire "years of experience" range. Notice that for each plot there seems to be an interval where a sudden shift in beliefs occurs with very little change thereafter. This seems to indicate that, for these items, once the belief or opinion is set it generally remains stable throughout the teacher's career.

The Type B response pattern is illustrated in Figure B. Here the overall vertical change in the proportion of respondents who agree with the statement throughout the range from zero to over twenty years is greater than 20 percentage points and an additive trend still emerges. It is less characteristic of the six Type B response patterns to find

only one interval where differences occur. That is, the effect of experience seems to be more nearly linear for these items. One might say that changes in these beliefs occurs over a much longer span of time, at least for our sample.

Figure C depicts changes in response patterns that could not be described as an "additive trend," and where less than a 20 percentage point change in agreement by experience level group occurred across all categories of experience. Patterns of this type were far more common than profiles A and B. Twenty six items fit the Type C profile. Unfortunately, these patterns do not lend themselves well to interpretation. However, a closer inspection of Appendix B may reveal that trends did occur over more restricted ranges for at least some of these items (e.g. between the six to twenty year range, see items 49 and 55).

The final Type in our classification scheme (Type D) includes 23 items where the change in agreement over the whole range of experience groupings was greater than 20 percentage points, yet there was no discernable trend in the response patterns across the range of zero to over twenty years of teaching experience (i.e., the curve is not monotonically increasing or decreasing). Figure D contains several Type D items. Just as with Type C response patterns, some items show trends once we move beyond six years of classroom teaching experience (see Appendix B, items 2, 5, 19, 20, and 43 for examples).

Conclusion

This paper examines the results of a cross-sectional study focusing on teacher beliefs and opinions about teaching. Respondents who reported having between six months and six years of classroom teaching experience accounted for only about seven percent of the full time classroom teachers surveyed. In spite of this and other limitations of the study, the results suggest that the experience of working in and being responsible for one's own classroom has a measurable impact on individual beliefs as observed in the comparisons between the experienced and inexperienced groups.

However, it is the exception rather than the rule that changes in responses to belief statements as a function of teaching experience are linear. Moreover, difficulties in interpreting these results emerge when one attempts to apply a general model to explain differences between groups. For example, overall, the teacher candidates' beliefs were generally more "optimistic" than were those of the experienced teachers, but this was not true in every case. In other words, knowledge of a teacher's level of experience is not always enough to predict how he or she might respond to the beliefs statements.

Finally, the results suggest that effects of the "teaching culture" in shaping one's educational beliefs are pervasive enough to: a) span school settings (i.e., urban, suburban, and rural), and b) to a lesser extent, to limit differences between male and female teachers. The only variable that shows a significant effect on the vast majority of the beliefs we measured was years of experience.

In light of these findings, we recommend that future studies be designed to isolate factors that might contribute to the culture of teaching, and to examine how they might interact with this culture. The sample should be selected in such a way as to over-represent minorities and persons who teach in private schools so that reliable inferences regarding members of these special populations can be made. A longitudinal study involving a cohort of teaching professionals could be conducted to answer some questions raised here in addition to such questions as; "Is there a critical period during a teacher's career when beliefs are set?", or "Can factors be introduced into the teaching culture, at any point, that will open up the processes of education to needed changes and innovations?" The present study does little to address these questions, but it should serve as a caution to administrators or teacher educators who try to influence orientations to teaching based on simplistic models of how teachers function in specific contexts.

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Table 1

Comparisons of ENTRY, ALUMNI, and EXPERIENCED groups on demographic variables.[1]

GENDER

	Male	Female
ENTRY	28.1	71.9
ALUMNI	25.0	75.0
EXPERIENCED	29.0	71.0

ETHNIC BACKGROUND

	White	Black	Other
ENTRY	96.6	1.8	1.6
ALUMNI	97.8	1.1	1.1
EXPERIENCED	89.2	7.7	3.1

AGE

	Under 30	30 to 50	Over 50
ENTRY	95.6	4.4	0
ALUMNI	14.8	63.6	21.6
EXPERIENCED	4.2	70.4	25.4

TYPE

	Public	Private	Parochial
ALUMNI	89.4	3.5	7.1
EXPERIENCED	100	0	0

SETTING

	Urban	Suburban	Rural
ALUMNI	21.2	55.8	23.1
EXPERIENCED	100	0	0

LEVEL[2]

	Elementary	Middle	High School
ENTRY	45.7	12.1	42.2
ALUMNI	56.9	19.3	18.2
EXPERIENCED	50.4	27.8	21.8

TEACHING EXPERIENCE

	Less Than ten years	10 to 20 years	over 20 years
ALUMNI	30.7	38.6	30.6
EXPERIENCED	15.9	50.3	33.8

NOTES:

[1] Entries are percents based on adjusted frequencies. Similar information on the EXIT group was not readily available.

[2] ENTRY percentages for this table are based on responses to the question: "At what level would you initially prefer to teach?"

Table 2

Comparisons of ENTRY and EXPERIENCED teachers views on the relative importance of selected "sources of professional knowledge.[1]

	ENTRY		Over TEN Years of Experience	
	C + VI	S + L	C + VI	S + L
62. College courses in the content area you teach (e.g., your major field of study or your teaching major and minor).	91.3	2.1	53.6	17.4
63. General education courses in college (i.e., courses that satisfy the university's general/liberal education requirement, not those offered by the College of Education).	21.0	38.4	21.5	43.7
64. College courses in methods of teaching (e.g., methods of teaching reading, classroom management and organization).	78.7	5.6	38.7	34.2
65. College courses in educational psychology (e.g., child growth and development, psychology of individual differences, psychology of instruction).	68.2	8.0	38.9	33.6
66. College courses in the foundations of education (e.g., philosophy of education, educational sociology, or politics of schools).	30.9	35.6	11.1	71.5
67. Participating in research projects that focus on teaching or teacher education.	34.5	30.0	24.7	45.3
68. Reading books or articles you have selected that deal with education or with your major field of study.	44.1	15.5	49.9	15.2
69. Experiences in schools that were a part of the teacher preparation program (e.g., prestudent teaching and student teaching).	90.2	4.6	77.8	6.9
70. Your observations and experiences as a kindergarten through 12th grade student.	54.3	16.2	31.7	36.4
71. Working with groups of children in non-school settings (e.g., Sunday school teacher,camp counselor).	39.2	24.0	28.1	37.8
72. On-the-job experience as a teacher.	94.9	3.1	97.6	.5

[1] All entries are percentages. C + VI indicates that the "critical" and "very important" options were aggregated to arrive at the percentage under that column. Similarly, S + L means the "somewhat important" and "limited" responses were combined to produce these values. The percentages do not add up to 100 because a fifth option "important source" is not represented in this table.

Table 3

Comparison of reasons for wanting to become (remain) a classroom teacher.[1]

	ENTRY	Over 10 Years
74. Teaching provides an opportunity to be creative.	71.4	91.8
75. I believe that the quality of education must be improved.	80.7	85.9
76. I love to work with children.	76.8	91.8
77. I always enjoyed school as a student.	49.1	68.7
78. Persons I respect encourage me to stay in teaching.	47.5	55.2
79. Teaching provides an opportunity to apply what I have learned in my major field of study.	64.4	63.9
80. I can make better use of my abilities in teaching than in other careers.	67.2	63.5
81. Teaching provides more of a sense of personal achievement and satisfaction than is true of other careers.	78.0	65.6
82. Teachers have a lot of time off, especially during the summer.	42.1	55.0
83. Although the salaries of teachers may not be very high, they are at least adequate.	45.9	59.0
84-87. Through teaching, I can help students develop . . .		
84. a sense of personal achievement and self esteem.	93.0	98.1
85. an appreciation for cultures other than their own.	64.9	81.1
86. knowledge and understanding of subject areas I consider important.	79.3	93.1
87. an excitement about learning new things.	91.6	96.0

[1] Table entries reflect the percentage of respondents in each group who said a given statement described a reason that "played a siginificant role" in their decision to become (remain) a teacher.

Table 4

A comparison of respondents' level of confidence in their ability to perform various teaching roles across three groups.

		ENTRY	EXIT	Over Ten
88.	Deciding what content to teach and what not to teach.	18.0	77.2	86.7
89.	Designing lessons, units, and courses of study.	11.7	82.8	80.4
90.	Establishing effective working relations with students from diverse cultural and academic backgrounds (e.g., students whose ethnic backgrounds are different from their own, gifted students, students with serious learning problems).	26.3	80.5	71.0
92.	Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group.	20.2	75.9	76.1
93.	Providing instruction that addresses individual needs and achievements.	17.9	77.5	71.7
94.	Maximizing student understanding of the subject matter.	19.0	81.6	77.9
95.	Maintaining active student participation in classroom tasks.	21.6	78.4	80.7
97.	Making instructional decisions in a sound and defensible manner.	15.4	86.5	85.3
98.	Analyzing and improving one's own classroom performance.	25.5	84.0	79.4

[1] The table entries indicate the percentage of respondents who reported they had a "high level of confidence" or "complete confidence" in their current ability to perform each role.

Table 5

Comparison of factors respondents rated of "critical" importance when deciding which of two job offers to accept.[1]

	ENTRY	EXIT	Under 10 Years	Over 10 Years
99. Opportunity for professional advancement	17.3	22.9	31.3	19.5
100. Location close to family or relatives	11.2	13.9	26.5	27.6
101. Other aspects of geographical location	10.3	10.0	13.3	18.1
102. Salary/fringe benefits	14.2	17.4	43.4	38.4
103. Intellectual stimulation of workplace	26.8	32.1	42.4	32.4
104. Affective/interpersonal climate of workplace	33.5	41.6	48.2	42.6

[1] The entries in this table are percents.

Table 6

Comparison of Beliefs for both GENDER and LEVEL of teaching.[1]

ITEM #		AGREE	NEITHER	DISAGREE		AGREE	NEITHER	DISAGREE
2.	Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.							
	Female	16.2	15.0	68.8	Elementary	12.8	14.4	72.7
	Male	30.9	16.4	52.7	Secondary	34.6	14.8	50.6
5.	Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.							
	Female	46.6	19.7	33.7	Elementary	49.7	20.5	29.7
	Male	32.7	10.9	56.4	Secondary	32.1	21.0	46.9
7.	One of the most effective ways for teachers to increase motivation is to stimulate competition among students.							
	Female	15.8	24.1	60.2	Elementary	14.4	24.1	61.5
	Male	33.6	29.1	37.3	Secondary	29.6	27.2	43.2
11.	Teachers should use the same standards in evaluating the work of all students in the class.							
	Female	37.0	12.5	50.6	Elementary	36.0	9.1	54.8
	Male	58.2	8.2	33.6	Secondary	54.3	16.0	29.6
30.	Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.							
	Female	9.6	27.2	63.2	Elementary	8.6	21.1	70.3
	Male	18.3	35.8	45.9	Secondary	12.5	42.5	45.0
46.	Instead of mixing students with different levels of ability, required high school courses should have separate classes for low achieving and high achieving students.							
	Female	33.0	23.4	43.7	Elementary	27.8	25.0	47.2
	Male	53.2	17.4	29.4	Secondary	53.7	22.5	23.8
49.	Planning for instruction should almost always begin with a systematic diagnosis of student needs.							
	Female	87.1	9.5	3.4	Elementary	88.6	9.8	1.6
	Male	69.1	13.6	17.3	Secondary	67.5	11.2	21.2
59.	When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.							
	Female	35.0	22.2	42.9	Elementary	30.6	23.1	46.2
	Male	55.0	19.3	25.7	Secondary	53.2	13.9	32.9

[1] All entries are percents.

Figure A

Examples of "Type A" Response Patterns.

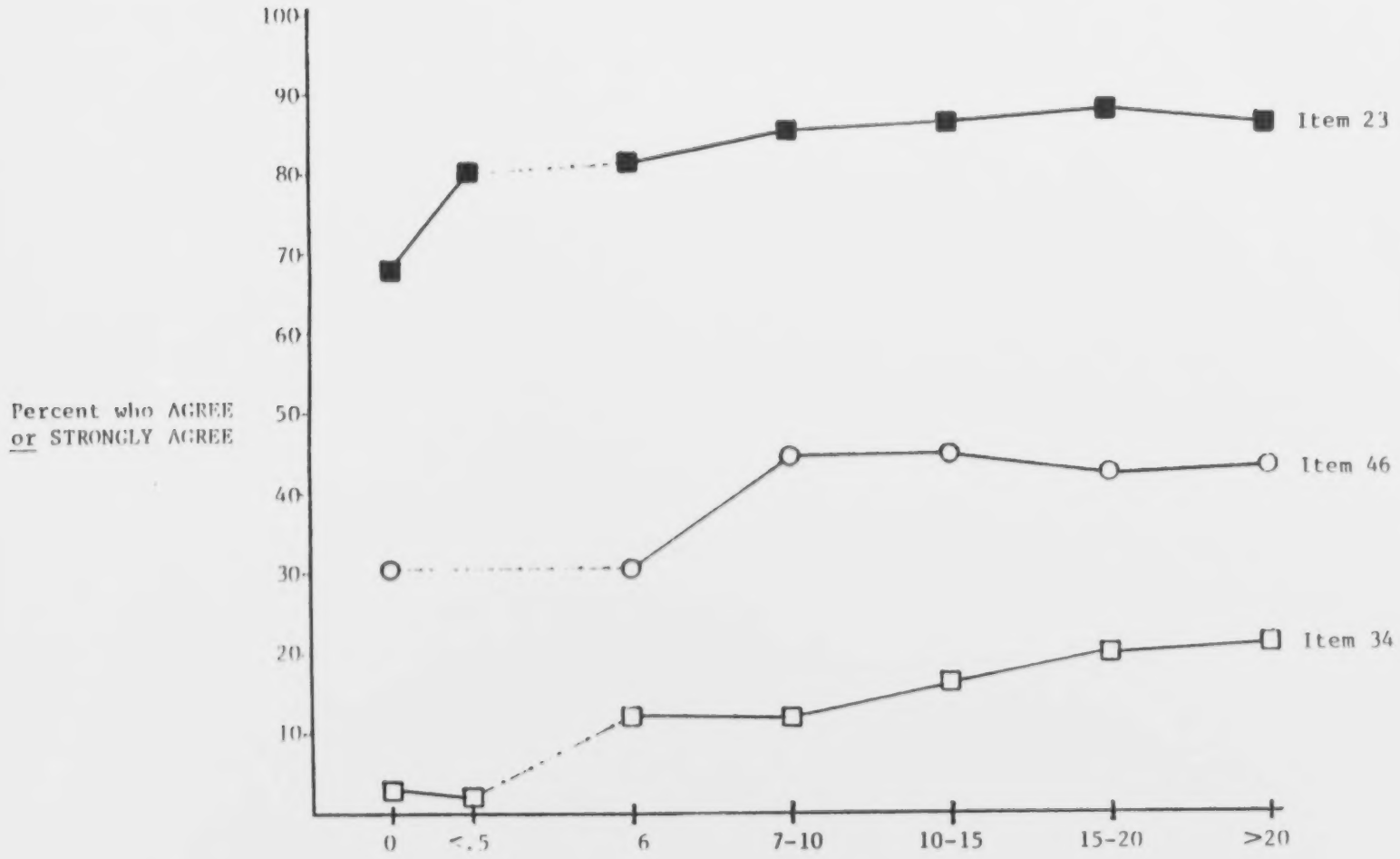


Figure B

Examples of "Type B" Response Patterns

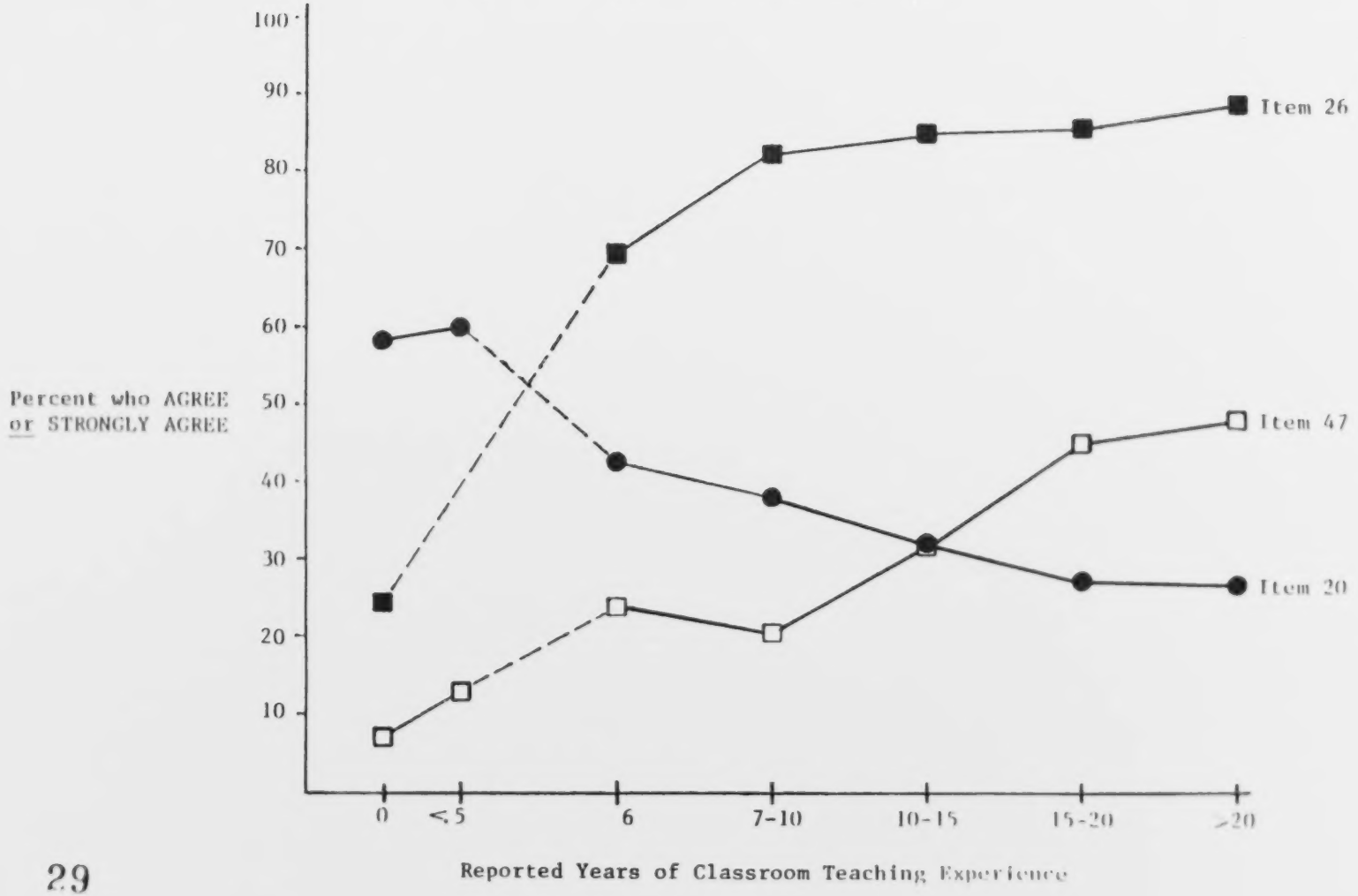


Figure C

Examples of "Type C" Response Patterns

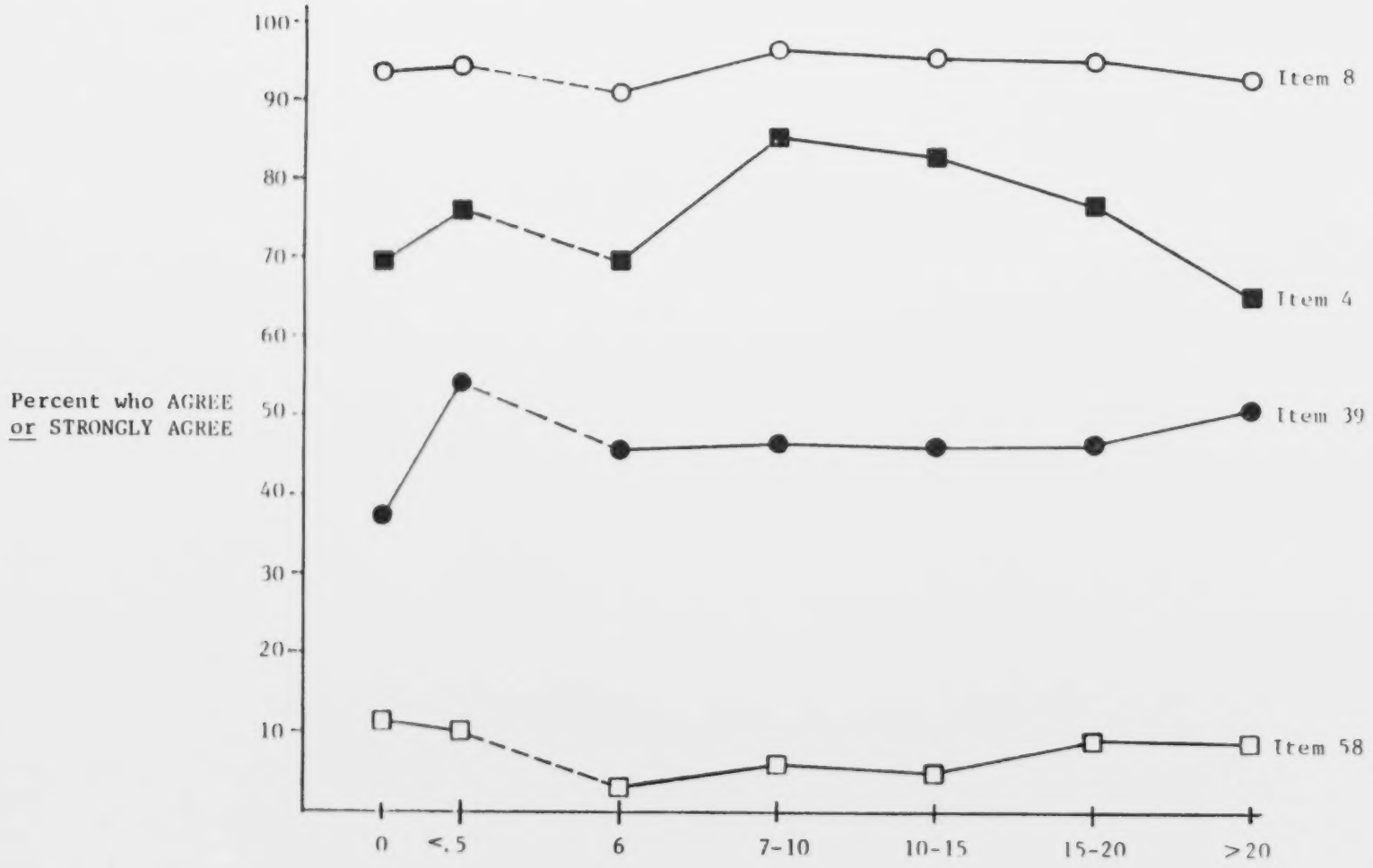
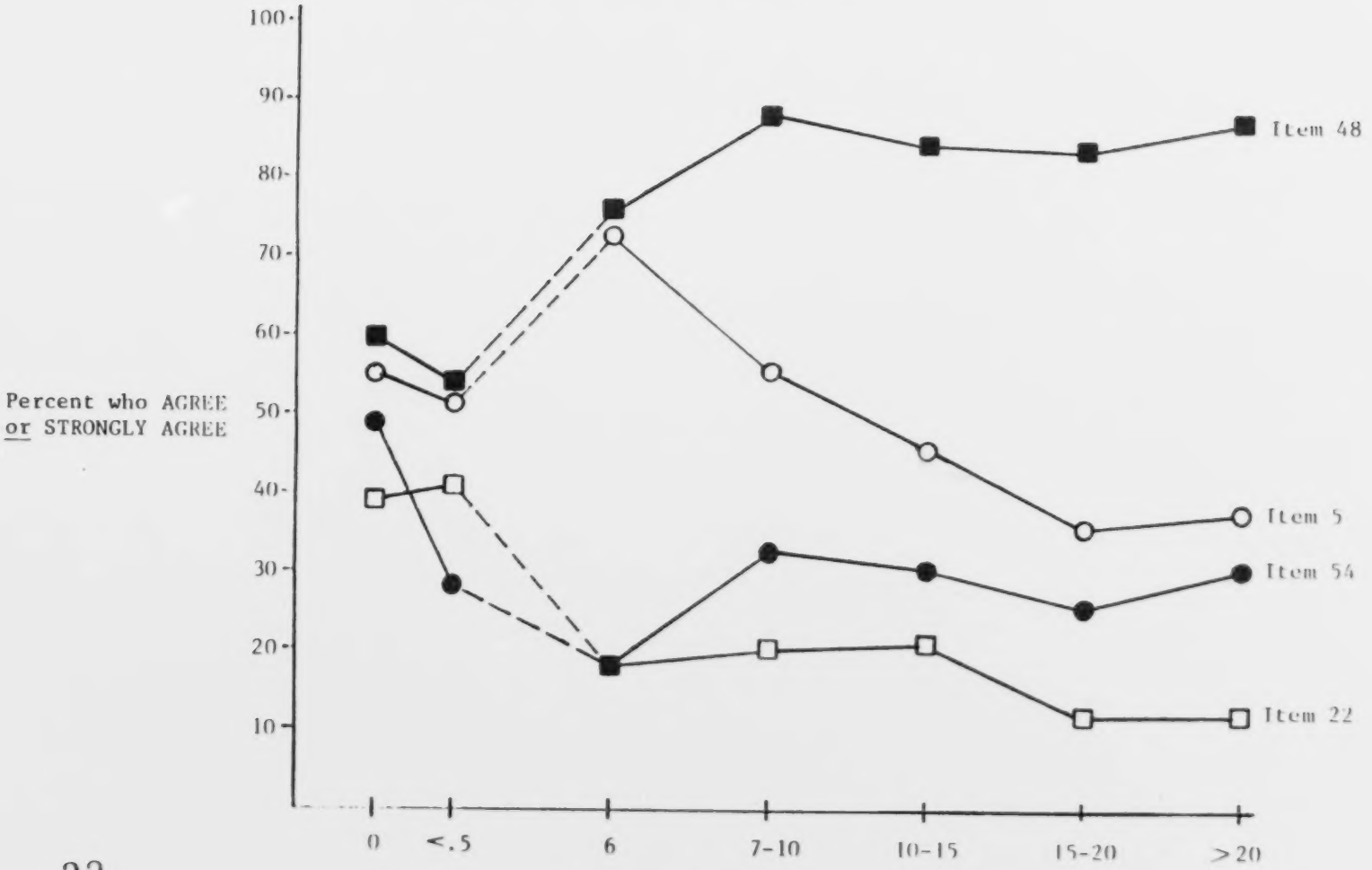


Figure D

Examples of "Type D" Response Patterns



Appendix A

Comparisons of inexperienced and experienced teacher groups.[1]

1-61. Please indicate the extent to which you agree with each of the following statements:

KEY: (1) Strongly agree
(2) Agree
(3) Neither agree nor disagree
(4) Disagree
(5) Strongly disagree

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1. A student's overall level of intelligence is determined primarily by the environment.

	AGREE	NEITHER	DISAGREE	.0000[2]
ENTRY	44.5	22.3	33.3	
EXIT	42.7	25.3	33.0	
ALUMNI	33.7	13.5	52.8	.1573[3]
EXPERIENCED	28.0	22.3	49.7	

2. Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	8.0	12.4	79.5	
EXIT	2.8	8.6	88.6	
ALUMNI	18.9	10.0	71.1	.3179
EXPERIENCED	20.5	15.7	63.9	

3. Given the opportunity to choose, high-school aged students will make viable decisions about what they need to learn.

	AGREE	NEITHER	DISAGREE	.0120
ENTRY	30.3	29.7	40.1	
EXIT	30.0	33.7	36.2	
ALUMNI	31.8	20.5	47.7	.2496
EXPERIENCED	24.9	27.8	47.3	

4. All school-aged youngsters are capable of learning to accept responsibility for their own actions.

	AGREE	NEITHER	DISAGREE	.0156
ENTRY	69.7	10.7	19.6	
EXIT	75.1	6.8	18.2	
ALUMNI	76.7	2.2	21.1	.0219
EXPERIENCED	74.2	7.9	17.9	

---

[1] All table entries are percentages where response options 1 & 2 and 4 & 5 are collapsed to form the AGREE and DISAGREE categories respectively.

[2] This number represents the significance level of the Chi-squared statistic for the full table excluding the ALUMNI group (i.e., with 8 or 4 degrees of freedom).

[3] This number represents the significance level of the Chi-squared statistic when comparisons are made between the ALUMNI and EXPERIENCED teachers only (i.e., the contingency tables have six cells and two degrees of freedom).

Appendix A (cont.)

5. Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	55.5	29.4	15.1	
EXIT	52.1	31.8	16.1	
ALUMNI	56.7	17.8	25.6	.0219
EXPERIENCED	42.1	17.6	40.3	

6. Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	65.5	23.0	11.5	
EXIT	81.4	12.7	5.9	
ALUMNI	70.8	9.0	20.2	.0100
EXPERIENCED	58.7	23.4	17.9	

7. One of the most effective ways for teachers to increase motivation is to stimulate competition among students.

	AGREE	NEITHER	DISAGREE	.2300
ENTRY	19.2	23.6	57.1	
EXIT	13.9	28.4	57.7	
ALUMNI	27.8	16.7	55.6	.1231
EXPERIENCED	20.9	25.9	52.2	

8. Risk taking and making mistakes are essential components of social, emotional, and intellectual development.

	AGREE	NEITHER	DISAGREE	.4523
ENTRY	93.3	4.9	1.8	
EXIT	94.0	4.0	1.8	
ALUMNI	96.7	2.2	1.1	.4144
EXPERIENCED	93.7	5.5	.8	

9. A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.

	AGREE	NEITHER	DISAGREE	.0016
ENTRY	53.4	18.5	28.1	
EXIT	45.6	22.0	32.3	
ALUMNI	42.2	16.7	41.1	.1620
EXPERIENCED	52.9	11.8	35.3	

10. Teachers should establish and enforce clear cut rules for acceptable student behavior.

	AGREE	NEITHER	DISAGREE	0
ENTRY	83.9	9.6	6.5	
EXIT	88.7	7.3	4.0	
ALUMNI	98.9	0	1.1	.6988
EXPERIENCED	98.2	.8	1.1	

Appendix A (cont.)

11. Teachers should use the same standards in evaluating the work of all students in the class.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	32.6	22.4	45.0	
EXIT	26.5	17.8	55.7	
ALUMNI	38.9	6.7	54.4	
EXPERIENCED	42.8	11.3	46.0	.2387

12. Academic success is essential to the development of a healthy self-concept.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	42.2	30.7	27.0	
EXIT	51.4	25.7	22.9	
ALUMNI	70.0	14.4	15.6	
EXPERIENCED	66.0	17.3	16.8	.7445

13. Self-concepts and levels of academic achievement of individual students tend to conform to the expectations of their teachers.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	57.0	29.3	13.8	
EXIT	65.5	27.3	7.1	
ALUMNI	68.9	16.7	14.4	
EXPERIENCED	67.2	19.4	13.5	.8357

14. Within the classroom setting, nearly all students try to be fair, cooperative, and reasonable in their relations with other students and their teacher.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	28.4	21.4	50.3	
EXIT	32.7	24.0	43.3	
ALUMNI	56.2	10.4	33.4	
EXPERIENCED	55.0	11.1	33.9	.4947

15. In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.

	AGREE	NEITHER	DISAGREE	.0001
ENTRY	73.7	10.9	15.4	
EXIT	73.2	13.6	13.2	
ALUMNI	70.0	5.6	24.4	
EXPERIENCED	63.9	12.1	24.0	.1896

16. No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics.

	AGREE	NEITHER	DISAGREE	0
ENTRY	50.3	20.2	29.6	
EXIT	51.6	19.8	28.6	
ALUMNI	84.3	5.6	10.1	
EXPERIENCED	87.4	7.1	5.6	.2636

Appendix A (cont.)

17. Schools should function as agents to change society rather than as reinforcers of the status quo.

	AGREE	NEITHER	DISAGREE	.0032
ENTRY	41.7	47.8	10.6	
EXIT	38.2	47.5	14.3	
ALUMNI	47.1	28.2	24.7	.2304
EXPERIENCED	40.0	38.1	21.9	

18. Teachers should not relate to students as personal friends.

	AGREE	NEITHER	DISAGREE	.0103
ENTRY	21.9	21.8	56.3	
EXIT	23.6	25.8	50.6	
ALUMNI	46.1	11.2	42.7	.0033
EXPERIENCED	29.5	23.5	46.9	

19. Most handicapped students can be best served in special schools or centers.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	19.5	35.1	45.5	
EXIT	9.4	34.1	56.4	
ALUMNI	25.8	28.1	46.1	.9936
EXPERIENCED	25.7	27.6	46.7	

20. Teachers should strive to establish an informal, student-centered classroom rather than a businesslike, teacher-centered atmosphere.

	AGREE	NEITHER	DISAGREE	0
ENTRY	57.8	32.2	10.0	
EXIT	60.1	29.6	10.2	
ALUMNI	36.0	28.1	36.0	.6758
EXPERIENCED	31.4	28.5	40.1	

21. To provide equal educational opportunities, schools must allocate more resources (personnel and finances) to some groups of students than to others (e.g., gifted, physically handicapped).

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	59.7	26.8	13.5	
EXIT	56.9	31.8	11.3	
ALUMNI	60.0	14.4	25.6	.9906
EXPERIENCED	60.1	14.9	25.0	

22. The major obstacle to educational reform is teachers' lack of willingness to change.

	AGREE	NEITHER	DISAGREE	0
ENTRY	39.1	28.3	32.5	
EXIT	41.6	27.6	30.8	
ALUMNI	21.1	7.8	71.1	.1544
EXPERIENCED	14.7	13.4	71.9	

Appendix A (cont.)

23. Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	68.2	28.8	3.0	
EXIT	80.5	17.2	2.2	
ALUMNI	91.0	4.5	4.5	
EXPERIENCED	84.8	11.2	4.0	.1630

24. Schools can reduce racism among students.

	AGREE	NEITHER	DISAGREE	.0044
ENTRY	71.5	19.1	9.4	
EXIT	74.0	19.7	6.3	
ALUMNI	62.5	23.9	13.6	
EXPERIENCED	78.1	12.1	9.8	.0062

25. Nearly all parents are supportive of teachers and schools.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	12.6	17.8	69.7	
EXIT	23.7	21.2	55.0	
ALUMNI	43.3	15.6	41.1	
EXPERIENCED	45.8	18.6	35.6	.5847

26. Students who disrupt class activities day after day should be removed from regular classrooms.

	AGREE	NEITHER	DISAGREE	0
ENTRY	24.8	31.2	43.9	
ALUMNI	86.7	5.6	7.8	
EXPERIENCED	82.7	8.9	8.3	.5617

27. Local school districts should hire only those teachers who have passed state or national teacher exams.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	58.3	27.6	14.1	
ALUMNI	28.9	26.7	44.4	
EXPERIENCED	29.8	22.1	48.1	.6390

28. Teachers should be given considerable latitude in deciding what content to teach in their own classrooms.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	55.1	28.9	16.0	
EXIT	54.3	29.2	16.6	
ALUMNI	42.7	22.5	34.8	
EXPERIENCED	37.0	20.6	42.3	.4251

29. Most gifted students can be best served in special schools or centers.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	28.1	31.5	40.4	
EXIT	15.7	32.9	51.4	
ALUMNI	23.3	16.7	60.0	
EXPERIENCED	28.7	21.6	49.7	.2137

Appendix A (cont.)

30. Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.

	AGREE	NEITHER	DISAGREE	.0008
ENTRY	11.8	47.9	40.4	
ALUMNI	12.4	22.5	65.2	.3957
EXPERIENCED	12.0	29.6	58.4	

31. Some academic subjects offered in high school are more important than others.

	AGREE	NEITHER	DISAGREE	.0030
ENTRY	71.8	12.5	15.7	
EXIT	63.9	20.7	15.4	
ALUMNI	69.7	12.4	18.0	.8017
EXPERIENCED	69.3	14.7	16.0	

32. In general, teachers should view decisions of "what to teach" as more important than decisions of "how to teach."

	AGREE	NEITHER	DISAGREE	.0326
ENTRY	10.7	20.1	69.2	
EXIT	10.3	19.1	70.5	
ALUMNI	18.4	23.0	58.6	.7934
EXPERIENCED	17.5	20.2	62.3	

33. Teachers in grades 4-6 should assign at least one hour of homework every night.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	36.0	34.7	29.2	
EXIT	28.8	36.8	34.4	
ALUMNI	40.4	24.7	34.8	.0175
EXPERIENCED	27.8	22.1	50.5	

34. If a school district can finance only one local special needs program, that program should be for academically gifted students rather than for slow learners.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	3.2	19.7	77.1	
EXIT	2.4	24.7	72.9	
ALUMNI	12.4	19.1	68.5	.1072
EXPERIENCED	17.1	26.7	56.2	

35. The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"

	AGREE	NEITHER	DISAGREE	.0002
ENTRY	36.0	28.7	35.3	
EXIT	53.3	24.0	22.7	
ALUMNI	46.1	13.5	40.4	.1011
EXPERIENCED	41.2	23.9	34.9	

Appendix A (cont.)

36. With the exception of specialized programs, all schools in a district ought to teach the same things in a given grade and/or subject area.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	39.9	29.4	30.7	
EXIT	39.2	31.3	29.5	
ALUMNI	60.7	14.6	24.7	
EXPERIENCED	65.8	15.5	18.7	.4371

37. It is a teacher's responsibility to identify, and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	72.5	19.9	7.6	
EXIT	78.3	16.4	5.2	
ALUMNI	54.5	21.6	23.9	
EXPERIENCED	57.8	17.4	24.8	.6567

38. Teachers should offer special encouragement to girls to do well in science and mathematics.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	42.9	33.2	24.0	
EXIT	51.7	34.9	13.3	
ALUMNI	60.0	26.7	13.3	
EXPERIENCED	56.6	27.6	15.7	.8035

39. Instructional programs that seek to address interdisciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	37.4	48.7	13.9	
EXIT	53.9	38.2	7.8	
ALUMNI	48.9	29.5	21.6	
EXPERIENCED	45.9	34.4	19.7	.6808

40. Teachers should expect <u>all</u> of their students to go beyond "minimum competency" levels that have been identified for their courses.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	44.0	19.5	36.6	
EXIT	65.2	14.6	20.2	
ALUMNI	50.0	14.4	35.6	
EXPERIENCED	56.3	10.5	33.1	.4400

41. At least two-thirds of the classes students take in high school should be required courses rather than electives.

	AGREE	NEITHER	DISAGREE	.5803
ENTRY	70.7	17.8	11.4	
ALUMNI	71.9	16.9	11.2	
EXPERIENCED	70.4	17.9	11.7	.9631

Appendix A (cont.)

42. At least 25% of the courses offered in a high school should be specifically designed to make schools more tolerable for low achieving students.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	28.2	44.1	27.7	
EXIT	28.0	46.9	25.1	
ALUMNI	37.5	37.5	25.0	
EXPERIENCED	39.4	30.0	30.6	.3539

43. Outstanding teachers should receive higher salaries than other teachers who have the same level of seniority.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	53.8	29.5	16.7	
ALUMNI	46.1	15.7	38.2	
EXPERIENCED	32.4	26.1	41.5	.0275

45. Because each group of students has a unique set of needs, teachers should develop different instructional objectives for each class.

	AGREE	NEITHER	DISAGREE	0
ENTRY	81.4	11.5	7.1	
EXIT	79.0	13.5	7.5	
ALUMNI	65.6	14.4	20.0	
EXPERIENCED	48.8	18.0	33.2	.0138

46. Instead of mixing students with different levels of ability, required high school courses should have separate classes for low achieving and high achieving students.

	AGREE	NEITHER	DISAGREE	.0103
ENTRY	30.6	28.0	41.4	
ALUMNI	49.4	15.7	34.8	
EXPERIENCED	38.8	21.9	39.3	.1565

47. Learning any subject is serious business; it doesn't have to be fun.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	7.5	13.5	78.9	
EXIT	13.8	14.5	71.7	
ALUMNI	32.2	13.3	54.4	
EXPERIENCED	39.0	13.4	47.6	.4574

48. Most students want teachers to assume an authoritative stance in the classroom.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	59.5	17.9	22.6	
EXIT	54.1	21.1	24.8	
ALUMNI	83.3	8.9	7.8	
EXPERIENCED	81.8	13.5	4.7	.2896

49. Planning for instruction should almost always begin with a systematic diagnosis of student needs.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	86.9	10.3	2.9	
EXIT	91.2	7.5	1.2	
ALUMNI	86.7	6.7	6.7	
EXPERIENCED	81.7	10.8	7.4	.4648

Appendix A (cont.)

50. Teachers are obligated to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	71.1	22.1	6.9	
EXIT	74.3	21.9	3.9	
ALUMNI	63.3	14.4	22.2	
EXPERIENCED	54.0	17.7	28.4	.2735

51. For maximum effectiveness, teachers must understand how they, themselves, learned the subjects they are teaching.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	75.0	17.7	7.3	
EXIT	68.4	21.6	10.0	
ALUMNI	48.3	22.5	29.2	
EXPERIENCED	43.3	29.7	27.0	.3959

52. When making educational decisions, teachers should rely on what "feels right" instead of "what available information suggests is right" whenever these two sources conflict.

	AGREE	NEITHER	DISAGREE	.0016
ENTRY	40.1	35.3	24.6	
EXIT	49.6	33.1	17.2	
ALUMNI	42.7	20.2	37.1	
EXPERIENCED	35.5	33.3	31.2	.0550

53. In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.

	AGREE	NEITHER	DISAGREE	.2757
ENTRY	66.7	10.4	23.0	
EXIT	67.4	14.0	18.6	
ALUMNI	72.2	4.4	23.3	
EXPERIENCED	70.4	8.4	21.2	.4354

54. In general, the more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	48.7	27.9	23.4	
EXIT	28.6	27.4	43.9	
ALUMNI	37.1	18.0	44.9	
EXPERIENCED	26.8	20.5	52.8	.1532

55. The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.

	AGREE	NEITHER	DISAGREE	.0007
ENTRY	59.1	24.6	16.3	
EXIT	58.2	28.3	13.6	
ALUMNI	75.6	13.3	11.1	
EXPERIENCED	60.6	21.6	17.9	.0293

Appendix A (cont.)

56. To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.

	AGREE	NEITHER	DISAGREE	.0012
ENTRY	93.4	5.3	1.3	
ALUMNI	90.0	6.7	3.3	
EXPERIENCED	84.9	10.3	4.8	.4544

57. The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.

	AGREE	NEITHER	DISAGREE	.3814
ENTRY	86.6	7.3	6.0	
ALUMNI	88.8	6.7	4.5	
EXPERIENCED	83.0	9.8	7.2	.4088

58. It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	12.2	26.2	61.6	
EXIT	10.6	31.0	58.5	
ALUMNI	4.4	13.3	82.2	
EXPERIENCED	8.0	16.1	76.0	.3808

59. When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.

	AGREE	NEITHER	DISAGREE	.0000
ENTRY	34.7	23.6	41.7	
EXIT	22.2	25.4	52.4	
ALUMNI	47.8	16.7	35.6	
EXPERIENCED	40.4	21.6	37.9	.3793

60. In all likelihood, an elementary-school student who has outstanding abilities in mathematics also has outstanding abilities in reading and social studies.

	AGREE	NEITHER	DISAGREE	.0307
ENTRY	12.2	21.8	66.0	
ALUMNI	21.3	11.2	67.4	
EXPERIENCED	23.3	16.4	60.3	.3766

61. Students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.

	AGREE	NEITHER	DISAGREE	.0384
ENTRY	83.8	11.6	4.5	
ALUMNI	86.5	11.2	2.2	
EXPERIENCED	86.6	7.9	5.5	.2823

Appendix B

Comparisons by level of experience.[1]

LEVEL OF CLASSROOM TEACHING EXPERIENCE

Item #	TYPE	ENTRY 0 years n = 391	EXIT .5 years n = 332	under 6 years n = 33	7 to 10 years n = 34	10 to 15 years n = 97	15 to 20 years n = 109	over 20 years n = 148
1	D	44.5	42.7	39.4	23.5	34.0	24.8	34.5
2	D	8.0	2.8	6.1	14.7	17.5	21.1	28.4
3	C	30.3	30.0	24.2	26.5	25.8	30.3	26.4
4	C	69.7	75.1	69.7	85.3	82.5	76.1	65.5
5	D	55.5	52.1	72.7	55.9	46.4	35.8	38.5
6	D	65.5	81.4	69.7	67.6	57.7	58.7	58.8
7	D	19.2	13.9	6.1	26.5	22.7	23.9	27.0
8	C	93.3	94.0	90.9	97.1	95.9	95.4	92.6
9	D	53.4	45.6	36.4	32.4	51.5	53.2	56.8
10	C	83.9	88.7	100	100	96.9	100	95.9
11	D	32.6	26.5	33.3	52.9	42.3	41.3	43.2
12	B	42.2	51.4	57.6	64.7	70.1	67.9	69.6
13	C	57.0	65.5	72.7	73.5	73.2	67.0	59.5
14	B	28.4	32.7	54.5	52.9	53.6	53.2	60.8
15	D	73.7	73.2	69.7	76.5	74.2	58.7	57.4
16	B	50.3	51.6	81.8	79.4	88.7	88.1	89.9
17	C	41.7	38.2	42.4	44.1	39.2	45.9	43.2
18	C	21.9	23.6	39.4	35.3	35.1	36.7	31.8
19	D	19.5	9.4	15.2	23.5	23.7	33.0	32.4
20	B	57.8	60.1	42.4	38.2	32.0	27.5	27.0
21	C	59.7	56.9	63.6	70.6	64.9	57.8	58.1
22	D	39.1	41.6	18.2	20.6	21.6	11.9	12.2
23	A	68.2	80.5	81.8	85.3	86.6	88.1	85.8
24	C	71.5	74.0	84.8	88.2	80.4	77.1	68.9
25	D	12.6	23.7	39.4	50.0	39.2	48.6	46.6
26	B	24.8	x *	69.7	82.4	84.5	85.3	88.5
27	D	58.3	x	30.3	17.6	37.1	30.3	29.1
28	D	55.1	54.3	33.3	44.1	36.1	42.2	41.2
29	C	28.1	15.7	33.3	17.6	23.7	35.8	29.1
30	C	11.8	12.4	18.2	11.8	15.5	11.0	13.5
31	C	71.8	63.9	60.6	64.7	79.4	79.8	64.9
32	A	10.7	10.3	12.1	11.8	15.5	22.9	20.3
33	C	36.0	28.8	24.2	35.3	25.8	28.4	32.4
34	A	3.2	2.4	12.1	11.8	16.5	19.3	20.9
35	C	36.0	53.3	48.5	52.9	42.3	35.8	40.5
36	D	39.9	39.2	39.4	79.4	74.2	67.0	61.5
37	D	72.5	78.3	60.6	76.5	58.8	58.7	52.0
38	D	42.9	51.7	63.6	64.7	56.7	59.6	58.8
39	C	37.4	53.9	45.5	47.1	46.4	46.8	50.7
40	C	44.0	65.2	51.5	67.6	53.6	53.2	56.1

Appendix B (cont.)

Item #	TYPE	ENTRY 0 years n = 391	EXIT .5 years n = 332	Under 6 years n = 33	7 to 10 years n = 34	10 to 15 years n = 97	15 to 20 years n = 109	Over 20 years n = 148
41	C	70.7	71.9	69.7	64.7	70.1	70.6	75.7
42	C	28.2	28.0	42.4	38.2	42.3	38.5	42.6
43	D	53.8	x	51.5	35.3	38.1	36.7	56.1
45	D	81.4	79.0	57.6	50.0	54.6	53.2	50.0
46	A	30.6	x	30.3	44.1	44.3	42.2	42.6
47	B	7.5	13.8	24.2	20.6	32.0	45.0	48.0
48	D	59.5	54.1	75.8	88.2	84.5	83.5	87.2
49	C	86.9	91.2	97.0	88.2	82.5	78.9	81.1
50	D	71.1	74.3	57.6	70.6	58.8	54.1	48.6
51	D	75.0	68.4	57.6	44.1	42.3	41.3	48.6
52	C	40.1	49.6	39.4	52.9	46.4	35.8	33.8
53	C	66.7	67.4	69.7	64.7	73.2	74.3	68.9
54	D	48.7	28.6	18.2	32.4	30.9	25.7	30.4
55	C	59.1	58.2	51.5	64.7	64.9	62.4	68.2
56	C	93.4	x	81.8	91.2	84.5	86.2	87.2
57	C	86.6	x	90.9	94.1	78.4	85.3	82.4
58	C	12.2	10.6	3.0	5.9	5.2	9.2	8.8
59	D	34.7	22.2	42.4	35.3	32.0	45.9	48.0
60	A	12.2	x	18.2	17.6	23.7	26.6	25.0
61	C	83.8	x	87.9	85.3	91.8	81.7	88.5

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[1] Entries in the body of this appendix represent the percentage of respondents in each experience category who either STRONGLY AGREE or AGREE with each statement.

* Comparable EXIT data was not available for these items.